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Spelling Spell Short i Words

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables. TEKS 1.2.C.i

Spell words using sound-spelling patterns. TEKS 1.2.C.iii

Spell high-frequency words from a research-based list. **TEKS 1.2.C.iv**

SPELLING WORDS

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ELL Targeted Support

Spelling Patterns Write the words *it* and *sit* on the board.

Say the two words aloud as you underline the *i*. Segment and blend the sounds and have students repeat. **BEGINNING**

Have students look through their book for more words with the short *i* sound. Call on students to say and spell the words they find, then invite them to write the word on the board. **INTERMEDIATE**

Ask students to write a list of as many words as they can think of with the short *i* sound. Compare lists, then ask students to group words by their spelling patterns and ending sounds. ADVANCED/ ADVANCED HIGH

ELPS 5.C.i Spell familiar English words with increasing accuracy.

LESSON 1

Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with the sound /i/ and the two high-frequency words.

Spelling Sentences

- 1. Where did it go?
- 2. Tom likes to sit on the floor.
- **3.** He catches the ball in the **mitt**.
- **4.** I **miss** my friends when they go away.
- 5. I have one sister named Jill.
- 6. I like the color blue.

LESSON 2

Teach

FOCUS Sound-spelling patterns can help students spell words. Explain that the sound short *i* is often spelled *i*, as in *pin*. Other words students have to remember how to spell.

MODEL AND PRACTICE Write or display these words: *dig, fix, lid*. Say each word aloud and point out that the middle letter in each word is an *i*. Tell students that in the consonant-vowel-consonant pattern, the vowel sound is short.

APPLY MyTURN Have students use sound-spelling patterns to complete the activity

on p. 91 in the Student Interactive.

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